Tools to Launch an Academic Competency Focused Vocabulary Campaign

2016 Virginia Title III Consortium Conference

Kate Kinsella, Ed.D.

Center for Teacher Efficacy San Francisco State University katek@sfsu.edu

Workshop Objectives

Participants will learn effective ways to:

- Explicitly teach high-utility academic words using an evidence-based and classroom-tested routine
- Develop students' competent command of a word through speaking, writing and assessment tasks
- Integrate grammatical targets in application tasks
- Structure productive lesson partner interactions
- Prioritize words for instruction based on competencies
- Develop brief, daily formative vocabulary assessments

Vocabulary Results from the NAEP 2009 and 2011 Reading Assessments



Among 4th graders who scored below the 25th percentile in vocabulary in 2011:

33% were White 25% were Black

35% were Hispanic

73% were eligible for free lunch

24% were English learners

www.nces.ed.gov/nations report card/pdf/main 2011/2013452.pdf

Vocabulary Knowledge = English Learner School Success

"... Vocabulary knowledge is the single best predictor of second language learners' academic achievement across K-12 subject matter domains."

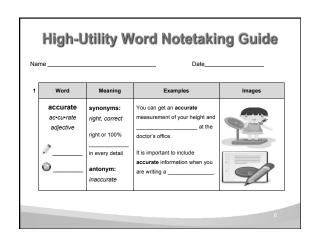
Saville-Troike, M. (1984).

What really matters in second language learning for academic achievement? *TESOL Quarterly* 18: 199-219.

Vocabulary Instruction Improves Reading Ability

... Highly targeted and persistent vocabulary instruction can dramatically improve reading ability, test scores and lesson engagement for both native English speakers and English learners.

(Beck et al, 2002; Carlo et al, 2004; August & Shanahan, 2006)



What does it mean to "know" the high-utility academic word accurate? (1 of 3)

- Pronunciation: ák•kyu•rit
- Meaning(s): correct or exact in every detail
- Spelling: a-c-c-u-r-a-t-e
- Part of speech: adjective (describing word)
- Grammar: It modifies and precedes an noun: The school board anticipates an accurate report from the superintendent.

What does it mean to "know" the high-utility academic word accurate? (2 of 3)

- Frequency: It is commonly used in formal academic and professional contexts.
- Register: It is primarily used in relatively formal writing and speaking for academic or professional purposes.
- Collocations (Word Partners): The adjective accurate is used with the nouns: information, data, measurements, description.

What does it mean to "know" the high-utility academic word accurate? (3 of 3)

- Connotations: accurate (positive); inaccurate (negative connotation).
- Synonyms: precise, exact, correct
- Antonym: inaccurate
- Word Family: (adjective) accurate, inaccurate; (adverb) accurately, inaccurately; (noun) accuracy, inaccuracy

Vocabulary Instructional Routines

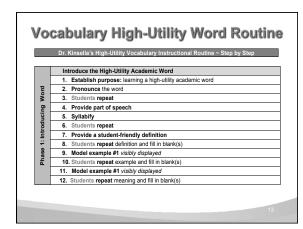
- High-Utility Word Routine: words that are widely used in academic discourse across subject areas: relevant, apply
- Quick-Teach Routine: low-incidence words; words that are academic synonyms for a commonly used word
- Context Analysis Routine: words in a sentence that contains accessible clues to word meaning and/or part of speech

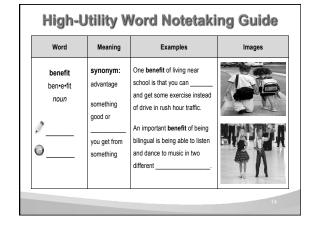
Explicit Vocabulary Teaching Routine

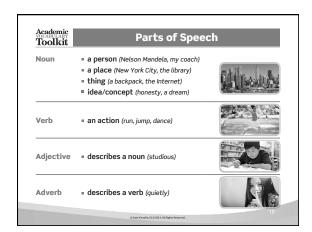
- Guide students in reading and pronouncing the word a few times.
- Have students clap/tap out the syllables.
- Direct students to copy the word correctly.
- Optional: Cue students to rate and discuss their vocabulary knowledge with a partner.
- Explain the meaning using familiar language.
- Provide two relevant, accessible examples.

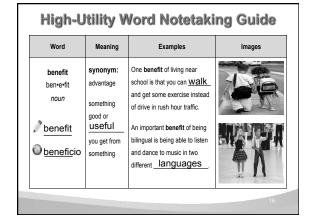
Explicit Vocabulary Teaching Routine

- Structure a framed verbal task with an engaging context to create some "vocabulary Velcro".
- Model an appropriate response with the sentence frame.
- Lead students in chorally repeating your response.
- Partner students to share before calling on individuals.
- Optional: Guide making a quick sketch of abstract words.
- Assign a writing task with a frame that requires the correct form of the word and appropriate content.









Grammar Tip: Use the base verb form after a linking verb.

- base verb = verb with no ending (-s, -ed, -ing)
- You can walk and get some exercise.
- I could ride my bike because I live nearby.
- We should leave by 7:30 to arrive on time.

Verbal Practice



benefit (noun)

One **benefit** of owning a pet is that you can __ (base verb: cuddle) when you are __ (adjective: scared).

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Partner Interaction: Discuss



- Discuss your idea with your partner.
 - 1) Read it fluently using the frame.
 - 2) Make eye contact and say it with expression.
- Restate your partner's idea.
- Keep discussing until my verbal signal.
- Share another idea or repeat your idea.

Academic Language to Restate

So, your idea is that .

example experience opinion

- ■That's correct. Yes, that's right.
- No, not exactly. What I said was ___

Class Discussion: Report



- Use your public voice if you are called: 3x louder and 2x slower than your partnering private voice.
- Listen for and record a strong example that can be your Vocabulary Velcro.
- Listen for and point out similarities.

My example is similar to _'s.

Academic Language to Compare

Everyday English

■ Mine's the same.

Academic English

- My idea is similar to __'s (Monica's).
- My idea builds upon __'s (Eric's).

Language to Select Reporters

Everyday English Academic English

- Um...(name)
- I select...
- I pick...
- I choose...
- I want...
- I nominate...
- How about...
- I'd like to hear from...

Attentive Listening Frames



Everyday English

- What did you put?
- I put ___.

Academic English

- What example did you select?
- I selected .
- What response did you appreciate?
- I appreciated .

Independent Writing Practice

benefit (noun)

Writing Practice:

Two clear	of using a
tablet or laptop to	write in class
are being able to	
and	_ more easily.

Grammar Tip: Use the base verb form after the preposition "to".

- base verb = verb with no ending (-s, -ed, -ing)
- She needs to arrive early for practice.
- I prefer to take notes using my tablet.
- We forgot to bring our supplies for the project.

Ask for Assistance: // Up



- •Did I spell correctly?
- •What is another way to say ?
- Is this idea clear?
- •Is my grammar correct?
- I don't quite understand .

Attentive Listening Frames



Everyday English

- **Academic English**
- What did you write? What example did
 - you add?
- I wrote .
- I added .
- What response did you prefer?
- I preferred .

Embed Grammatical Targets in Sentence Frames for New Words

Target Word: portion (noun)

- I wish the cafeteria served two of ...
- A healthy diet includes several of .
- For dinner we usually eat one __ of __.

Target word: respond (verb)

- A kind teacher always ___ to students' questions in a __ manner.
- When the bell rang, I ___ by immediately ___.

Writing Practice with Embedded Grammar targets

benefit (noun)

Writing Practice:

(Two clear benefits of using a tablet or laptop to write in class are being able (to) check spelling and correct errors more easily.

A High-Priority Grammar Target: Plural Noun Forms

Casual Language Cues

Academic Language Cues

- two, three, four, etc.
- several
- some many
- numerous
- various
- a lot of, lots of
- diverse
- a few of the/my
- a number of
- one of the ... (reasons) plenty of
- a variety of a collection of

- a group of
- a percentage of

A High-Priority Grammar Target: Past Tense Forms

Casual Language Cues

Academic Language Cues

- yesterday
- in the past previously
- last week last year
- recently
- earlier
- formerly
- before
- prior
- a long time ago
- beforehand
- when I was (little, a kid)
- while I was ...

A High-Priority Grammar Target: Simple Present Tense Forms

Casual Language Cues

Academic Language Cues

- now now
- frequently
- often
- generally
- usually
- regularly
- mostly
- habitually
- mainly sometimes
- occasionally seldom
- never
- rarely

Teaching Tips: Writing Effective Practice Tasks

- Choose a familiar context.
- Write a sentence frame that doesn't require overly complex grammar.
- Write a sentence frame that can be completed in many ways using students' background knowledge.
- Prepare a model response that you anticipate students will not come up with on their own.
- Embed a grammatical target.

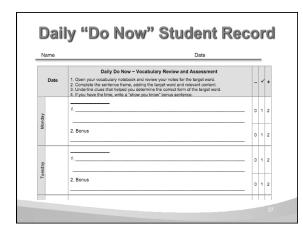
Sample Formative Assessment Tasks (Quick Bellringer Review Tasks)

- STRATEGY Two positive ___ for making a new friend during the first weeks of school are to _____ and
- REDUCE Last year students in our school the amount of trash we produced by

Daily Do Now: benefit

Prius owners firmly believe that their hybrid car provides them with several , including being able to

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Daily "Do Now" Scoring Guidelines

- 1. Read your sentence to your partner and pay attention to the feedback.
- 2. Listen to your partner's sentence to see if the content make sense and provide supportive feedback
- 3. Re-read your sentence and check your grammar, spelling and content.
- 4. Compare your sentence to the models.
- 5. Circle the score that you deserve.
- 6. Circle the score for your bonus sentence.

Words to Teach: Informational Texts

- concepts and topic words in lesson materials (stereotype, outsourcing, fossil fuel)
- high-utility academic words students will apply and encounter in diverse subject areas (essential, issue, analyze)
- academic word family members, words with derivations used regularly across subject areas (assume/assumption; similar/similarity)
- polysemous words that have a new academic meaning in addition to a familiar meaning (wave of immigrants vs. ocean wave vs. greeting)

Academic Vocabulary Types

Source: Adolescent Sleep Research (Gable & Kinsella, 2007)

Topical / Technical (Tier 3) High-Utility (Tier 2)

- adolescent
- puberty
- Circadian Clock
- forbidden zones
- binge sleeping
- mood swings
- depression sleep deprivation
- melatonin

situation

- assume
- conclude
- sufficient/insufficient
- factor
- influence
- lead to
- variety
- regulate content

Priority Competencies for Academic Literacy & Interaction

- Describe
- Compare
- Sequence
- Analyze Text
- Create
- Infer
- Cause-Effect
- Argue

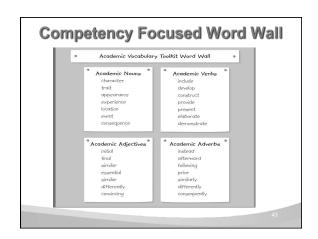
Sample Vocabulary for College & Career Competencies Describe Create character organize

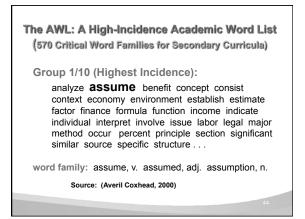
behavior assemble appearance prepare trait feature propose location reaction

elaborate collaborate

design method

style revise





Academic Word Family Chart Verb Adjective Noun Adverb accuracy accurately accurate prediction predict predictable predictably significance significant significantly creation create creative creatively similarity similarly similar capability capably capable assumption assume prevention prevent preventive

Noun	Verb	Adjective	Adverb
comparison	compare	comparable	comparatively
contrast	contrast		
similarity		similar	similarly
difference	differ	different	differently
		alike	
		identical	
	'		

Academic Word Family Chart:

Text Type	Claim	Evidence	Detail
chapter	point of view	statistics	reason
report	focus	data	example
article	stance	facts	factor
study	position	indicators	experience
essay	premise	events	anecdote
manual	thesis	outcomes	impact
biography	argument	reactions	issue
memoir	perspective	results	consequence
speech	opinion	patterns	incident

Vocabulary for Key Ideas/Details in Informational Text Q: What does the author address in this section? A: In this ____, the author addresses ____ reasons for examples of the issue of evidence regarding

consequences of

Direction Words in Writing Prompts Common Direction Words in Academic Writing Prompts ANALYZE Break the subject (an object, event, or concept) down into parts, and explain the various parts. State a claim on an issue and support it with reasons and evidence from sources while also countering possible statements or arguments from individuals who have different positions. COMPARE Show how two things are similar and different; include details or examples. CONTRAST Show how two things are different; include details or examples. CRITIQUE Point out both the good and bad points of something. DEFINE Give an accurate meaning of a term with enough detail to show that you really understand it.

A suffix provides information about the part of speech of a word. - read verb

read verbread<u>er</u> nounreading noun

read<u>ing</u> nounreads verb

read<u>able</u> adjective

readability noun

A prefix provides information about the meaning of a word.

read verb<u>pre</u>read verb

reread verbmisread verb

pseudoread verb

<u>post</u>read verb

Academic Vocabulary Toolkit High-Utility Academic Word Development Secondary: 6-9 Elementary: 3-5 Academic Vocabulary Toolkit 1 Dr. Kate Kinsella Marrier Hebu the Word Development Academic Vocabulary Toolkit 1 Dr. Kate Kinsella Marrier Hebu the Word Development Kinsella (2012). Nat. Geo. Learning. Kinsella & Hancock (2014). Nat. Geo. Learning.

Priorities ~ Vocabulary Development

- Pre-teach lesson concepts and topic words.
- Explicitly teach high-utility vocabulary using a consistent, interactive routine.
- Assign informational text narrow reading.
- Text context analysis and word study skills.
- Teach language for CCSS competencies related to text analysis and response.
- Teach the language for CCSS writing tasks: description, argument, summary, research.

The End

Kate Kinsella, Ed.D.

San Francisco State University Center for Teacher Efficacy katek@sfsu.edu (707) 473-9030

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Questions to Plan Vocabulary Instruction to Support Text Comprehension, Academic Discussion, and Constructed Written Responses

Domain-Specific Vocabulary: (Conceptual, Technical, Topic-Centric)

- 1. Which words are most vital to understanding the central lesson concepts and key ideas/messages in the text?
- 2. Is the concept significant and does it therefore require pre-teaching?
- 3. Are there words that can be grouped together to enhance understanding of a central concept?
- 4. How much prior knowledge will students have about this word or its related concepts?
- 5. Is the word encountered frequently in academic contexts?

High-Utility Vocabulary: (Widely-Used Across Academic Disciplines)

- 1. What high-utility academic words are included in this literary text passage or informational text section that are synonyms for more commonplace words students will no doubt already know (e.g., *insufficient*, *not enough*; *issue*, *problem*; *essential*, *necessary*; *perspective*, *idea/opinion*)?
- 2. What high-utility academic words are included in text analysis and discussion questions or related writing prompts that will be necessary for students to respond competently on lesson tasks or assessments?
- 3. Is it sufficient for students to simply recognize and understand this word (receptive vocabulary) or will they need to competently use this word (productive vocabulary) at this stage of 1st or 2nd language development?
- 4. Does the word have another high-frequency meaning that I should address (is the word polysemous e.g., critical (judgmental vs. crucial)?
- 5. Does the word have high-frequency word family members that I should point out (e.g., *analyze*, verb; *analysis*, noun; *analytical*, adjective)
- 6. Which words can easily be figured out from the context/text resources during either independent or teacher-mediated reading?

Common Prefixes and Suffixes in Academic English Vocabulary

Common Prefixes (Providing Clues to Word Meaning)

Prefix	Definition	Examples	Reminder Word
anti	against	antiperspirant, antibiotic	
com-	together, with	commune, communicate	
de-	away, from	defrost, demote	
dis-	apart, opposite of	disconnect, dishonest	
en-	in, put into	enliven, ensnare	
ex-	out	exit, extinguish	
il-	not	illegal, illicit	
im-	not	improper, immature	
in-	into, not	insight, incorrect	
inter-	between	intersection, interrupt	
ir-	not	irregular, irreversible	
non-	not	nonfat, nonsense	
over	beyond, too much	overweight, oversleep	
post	after	post-test, postwar	
pre-	before	prevent, predict	
pro	forward	proceed, progressive	
re-	again	review, recycle	
semi-	half	semicircle, semisweet	
sub-	under	submerge, submarine	
trans	across	transportation, transmit	
un-	not	unable, unreal	
under-	beneath, too little	undershirt, undernourished	

Common Suffixes (Providing Clues to Part of Speech)

Suffix	Definition	Examples	Reminder Word
-ance (n) -ence (n) -tion/-sion (n) -ity (n) -ment (n) -ness (n) -ure (n)	having the quality of having the quality of a thing, a noun having the quality of quality or act quality or act action, result	appearance, endurance independence, inference invention, suspension creativity, acidity requirement, excitement kindness, wildness closure, pleasure	
-ant (adj) -able/-ible (adj) -ent (adj) -est (adj) -er (adj) -ic/-ical (adj) -ive (adj) -less (adj)	having the quality of able to having the quality of most more relating to having the quality of without	significant, pleasant believable, incredible obedient, independent biggest, brightest higher, stronger catastrophic, comical supportive, argumentative careless, motionless	
-ly <i>(adv)</i> -ward <i>(adv)</i>	having the quality of having the quality of	carefully, weekly forward, homeward	
-ate (v) -ify (v) -ize (v)	to make a certain way to make a certain way to make a certain way	complicate, agitate simplify, verify categorize, plagiarize	

The Academic Word List (Averil Coxhead, 2000):

a list of 570 high-incidence and high-utility academic word families for Secondary School, Higher Education, Career

There is a very important specialized vocabulary for learners intending to pursue academic studies in English at the secondary and post-secondary levels. The *Academic Word List*, compiled by Coxhead (2000), consists of 570 word families that are not in the most frequent 2,000 words of English but which occur reasonably frequently over a very wide range of academic texts. These 570 words are grouped into ten sublists that reflect word frequency and range. A word like *analyze* falls into Sublist 1, which contains the most frequent words, while the word *adjacent* falls into Sublist 10 which includes the least frequent (amongst this list of high incidence and high utility words). The following ten sublists contain the headwords of the families in the *Academic Word List*. In other words, the ten sublists contain the most frequent form of the word, more often a noun or verb form, although there may be one or more important related word forms. For example, the headword *analyze* would also include *analyst, analytic, analytical* and *analytically* in the word family.

The Academic Word List is not restricted to a specific field of study. That means that the words are useful for learners studying in disciplines as varied as literature, science, health, business, and law. This high utility academic word list does not contain technical words likely to appear in only one, specialized field of study such as amortization, lexicon, onomatopoeia, or cartilage. Two-thirds of all academic English words come from Latin, French (through Latin), or Greek. Understandably, knowledge of the most high incidence and high utility academic words in English can significantly boost a student's comprehension level of school-based reading material. Secondary students who are taught these high-utility academic words and routinely placed in contexts requiring their usage are likely to be able to master academic material with more confidence and efficiency, wasting less time and energy in guessing words or consulting dictionaries than those who are only equipped with the most basic 2000-3000 words that characterize ordinary conversation.

Sources: Coxhead, Averil. (2000). A new academic word list. *TESOL Quarterly*, *34*, 213-238. Averil Coxhead's website: http://language.massey.ac.nz/staff/awl/index.shtml

- 1. analyze approach area assess assume authority available benefit concept consist context constitute contract data define derive distribute economy environment establish estimate evident factor finance formula function income indicate individual interpret involve issue labor legal legislate major method occur percent period principle proceed process policy require research respond role section sector significant similar source specific structure theory vary
- 2. achieve acquire administrate affect appropriate aspect assist category chapter commission community complex compute conclude conduct consequent construct consume credit culture design distinct equate element evaluate feature final focus impact injure institute invest item journal maintain normal obtain participate perceive positive potential previous primary purchase range region regulate relevant reside resource restrict secure seek select site strategy survey text tradition transfer
- 3. alternative circumstance comment compensate component consent considerable constant constrain contribute convene coordinate core corporate correspond criteria deduce demonstrate document dominate emphasis ensure exclude fund framework illustrate immigrate imply initial instance interact justify layer link locate maximize minor negate outcome partner philosophy physical proportion publish react register rely remove scheme sequence sex shift specify sufficient task technical technique technology valid volume
- 4. access adequacy annual apparent approximate attitude attribute civil code commit communicate concentrate confer contrast cycle debate despite dimension domestic emerge error ethnic goal grant hence hypothesis implement implicate impose integrate internal investigate job label mechanism obvious occupy option output overall parallel parameter phase predict prior principal professional project promote regime resolve retain series statistic status stress subsequent sum summary undertake

- 5. academy adjust alter amend aware capacity challenge clause compound conflict consult contact decline discrete draft enable energy enforce entity equivalent evolve expand expose external facilitate fundamental generate generation image liberal license logic margin mental medical modify monitor network notion objective orient perspective precise prime psychology pursue ratio reject revenue stable style substitute sustain symbol target transit trend version welfare whereas
- 6. abstract acknowledge accuracy aggregate allocate assign attach author bond brief capable cite cooperate discriminate display diverse domain edit enhance estate exceed expert explicit federal fee flexible furthermore gender ignorance incentive incorporate incidence index inhibit initiate input instruct intelligence interval lecture migrate minimum ministry motive neutral nevertheless overseas precede presume rational recover reveal scope subsidy tape trace transform transport underlie utilize
- 7. adapt adult advocate aid channel chemical classic comprehensive comprise confirm contrary convert couple decade definite deny differentiate dispose dynamic equip eliminate empirical extract file finite foundation globe grade guarantee hierarchy identical ideology infer innovate insert intervene isolate media mode paradigm phenomenon priority prohibit publication quote release reverse simulate sole somewhat submit successor survive thesis topic transmit ultimate unique visible voluntary
- 8. abandon accompany accumulate ambiguous appendix appreciate arbitrary automate bias chart clarify commodity complement conform contemporary contradict crucial currency denote detect deviate displace drama eventual exhibit exploit fluctuate guideline highlight implicit induce inevitable infrastructure inspect intense manipulate minimize nuclear offset paragraph plus practitioner predominant prospect radical random reinforce restore revise schedule tense terminate theme thereby uniform vehicle via virtual visual widespread

- 9. accommodate analogy anticipate assure attain behalf cease coherent coincide commence compatible concurrent confine controversy converse device devote diminish distort duration erode ethic found format inherent insight integral intermediate manual mature mediate medium military minimal mutual norm overlap passive portion preliminary protocol qualitative refine relax restrain revolution rigid route scenario sphere subordinate supplement suspend team temporary trigger unify violate vision
- 10. adjacent albeit assemble collapse colleague compile conceive convince depress encounter enormous forthcoming incline integrity intrinsic invoke levy likewise nonetheless notwithstanding odd ongoing panel persist pose reluctance so-called straightforward undergo whereby

Academic Word Family Chart ~ Argumentation

Nouns	Verbs	Adjectives	Adverbs
argument	argue		
response	respond		
statement	state		
perspective			
opinion		opinionated	
belief	believe	(un)believable	
contention	contend		
	convince	(un)convincing	
assumption	assume		
reason		(un)reasonable	
		(un)certain	certainly
validity		(in)valid	
assertion	assert		
claim	claim		
contradiction	contradict		
evidence		evident	
significance		(in)significant	significantly
relevance		(ir)relevant	
conclusion	conclude	(in)conclusive	
understanding	understand	understandable	understandably
elaboration	elaborate		
justification	justify	(un)justifiable	justifiably
accuracy		(in)accurate	accurately
consideration	(re)consider	considerable	considerably
analysis	analyze	analytical	analytically
emphasis	(de)emphasize		
l			

Adolescent Sleep Research - Findings for Secondary Schools

Larry Gable & Kate Kinsella, Ed.D January, 2013

(boldface: high-utility academic vocabulary; capitalized: topic-specific & technical terms)

- (1) In recent years researchers have concluded that the average ADOLESCENT in America does not get enough sleep during the week. Many factors can influence an adolescent's ability to get a good night's sleep before tackling a challenging school day. However, no matter what the specific reasons are, it is clear that insufficient sleep can lead to a variety of physical, emotional and academic problems.
- (2) Sleep researchers began studying teen sleep patterns in the 1980s. They found that many adolescents **actually require** more than nine hours of sleep. That is as much as infants and young children require, and much more than adults do. Adolescents just get sleepy **considerably** later than others, so going to bed earlier hardly makes a difference.
- People need different amounts of sleep in different stages of life. Babies and children require many hours of deep sleep. Until age ten most children wake up fresh and energetic. At PUBERTY, however, the body's clock which regulates sleeping and waking hours changes. This delay in the body's "CIRCADIAN CLOCK" causes teens to be wide awake at 9 or 10 p.m. when people of other ages are typically getting tired. The hormone melatonin, which regulates sleep in humans, does not enter teens' bodies until around 11 p.m. As a result, adolescents tend to become drowsy and fall asleep later much than children or adults. The hormone melatonin remains in their systems until around 8 a.m. If teens get up early for zero period classes such as jazz band and AP chemistry starting as early as 7:00 a.m., they arrive to school semi-awake. More seriously, they are losing critical hours of sleep night after school night.
- (4) For many years scientists have **assumed** that after people are awake for a

- long time, they naturally get sleepy and fall asleep. Now they realize that circadian clocks set our sleeping patterns. Many teens experience something **similar to** the jet lag of long distance travelers. Even though teens may have experienced a physically active and intellectually demanding day, falling asleep can be **challenging**. The circadian clock keeps them alert just when other people get sleepy.
- (5) The National Sleep Foundation **contends** that American teenagers actually need more than nine hours of sleep every night, not just on weekends. However, surveys **indicate** that only 15% of teens sleep 8.5 hours or more on a **regular basis**. Moreover, more than 25% of adolescents sleep 6.5 hours or fewer on school nights.
- (6) Going to bed earlier does not necessarily assure that a teenager will get additional sleep. The circadian clock creates "FORBIDDEN ZONES" when falling asleep is almost impossible. For many teens the forbidden zone is in the evening hours. Therefore, even if teens go to their rooms relatively early, they do not usually go to sleep promptly. Instead, they tend to read, play games, listen to music or send text messages to friends until they start to get tired at 11 p.m. or later.
- (7) Surprisingly, sleeping for a long time on weekends does not remedy the problem. Researchers **refer to** that as "**BINGE SLEEPING**." Teens catch up on sleep, but they do not **establish** a healthy sleeping pattern. If a teen sleeps until noon or 2:00 p.m., the brain **recognizes** that as a time for sleep. When Monday morning comes again, the brain is still on the wrong schedule. Thus, schools may begin bright and early, but teenage brains do not wake up until **considerably** later in the day.

- When people get too little sleep on a routine basis, negative things are bound to happen. Chronic sleep loss has numerous impacts on a teen's health. A youth who averages only 5 to 7 hours of sleep will definitely feel tired and irritable. Being tired produces mood changes, so it causes many teens not to get along well with others at school or at home, and to have arguments over fairly unimportant things. Furthermore, insufficient sleep often contributes to a feeling of helplessness and depression. Finally, being tired slows down teens' mental reactions. Sleep deprived teens don't react quickly and struggle to follow directions, pay attention and learn, especially in their earliest classes.
- (9) In addition to these impacts on mental health, physical reactions slow down considerably. Exhausted teens are likely to feel heavy, groggy and clumsy, even playing a favorite sport or instrument. Experts report that many car accidents involving teens actually come from their slow reactions, not from poor judgment. Moreover, researchers agree that regular sleep loss can negatively affect a teens' growth rate and immune system, which prevents people from becoming ill.
- (10)A hyper-active circadian clock does indeed make falling asleep more challenging for teens. However, unproductive bedtime habits can make falling asleep all the more difficult. Medical doctors advise teens to follow these healthy bedtime habits to make falling asleep easier: 1) Go to bed around the same time each night; this helps the body get into a familiar routine. 2) Follow a calming bedtime routine such as reading or taking a bath. 3) Don't exercise just before going to bed. 4) Avoid foods and drinks with caffeine, such as sodas and chocolate. 5) Use the bed just for sleeping – not doing homework, watching TV, sending text messages, playing video games or talking on the phone. That way, teens will train their bodies to associate their bed primarily with rest and sleep, not with recreation.

- (11) In recent years a few school districts have actually established a later starting time for high schools. The first large district was the Minneapolis School District in 1997. It changed starting times at high schools from 7:15 to 8:40 a.m. Reports now indicate that students there are sleeping at least five additional hours per week.
- (12) Now teachers, parents and students are observing positive changes. Over half of the district's high school teachers report that students are more alert during the first two class periods. Attendance has **increased**, grades are higher, and staff and students alike say that the **environment** at school and home is more positive and **productive**.
- (13) The number of school districts that start the day later is growing. Several dozen already have done it, and many others are discussing it. The U.S. Congress is even considering a bill called "Zzz's to A's" that encourages secondary schools to make the change. As a result, American teenagers may **eventually** see the day when clocks at school keep time with the clocks inside their bodies.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	Describe	Analyze Informational Text	Cause and Effect	Sequence	Create	Compare and Contrast	Inference	Argument
	type behavior	important	cause	order next	complete task	alike different	decide predict	discussion believe
E 9b	physical	detail	problem	before	prepare	similar	figure out	reason
Srac	personality	information	solution	after	provide	difference	probably	agree
)	contain	fact	happen	finally	organize	similarity	clue	disagree
	event	example	change	following	response	opposite	prediction	experience
	, doctor	90010	+	0000	4000	relimio	op: ouo	
	trait	essential	Consequence	final	develon	difference	assume	fact
₽ €	appearance	emphasize	affect	afterward	provide	similarity	conclusion	arøument
rade	include	precise	lead	following	revise	differently	assumption	convince
9	experience	message	occur	previous	demonstrate	in common	determine	evidence
	location	major	reaction	prior	elaborate	unlike	communicate	convincing
	description	significant	impact	initially	produce	comparison	interpret	perspective
2	aspect	section	factor	previously	propose	comparable	infer	persuade
; əp	quality	discuss	result	subsequently	collaborate	contrast	deduce	position
519	characteristic	context	alter	eventually	accomplish	identical	context	reasonable
)	illustrate	excerpt	influence	ultimately	create	unique	presume	support
	respond	concept	outcome	preceding	strategy	differ	imply	opposing
	characteristic	analysis	influence	after	approach	differ	determine	claim
9	explanation	position	reason	beforehand	generate	equivalent	logical	proof
әр	description	data	cause	subsequently	include	distinguish	generalize	state
)L9	accurate	evidence	factor	eventually	elaborate	contrast	involve	emphasize
)	demonstrate	indicate	lead	currently	plan	share	generalization	support
	feature	concept	impact	precede	design	distinct	assume	compelling

Word Selection Rationale

Word Selection Rationale for the Academic Vocabulary Toolkit

The 200 words included in the **Academic Vocabulary Toolkit** were carefully selected from the following sources to equip middle and high school English learners and striving readers for advanced reading, writing, and discussion across secondary content areas:

priority

- The Academic Word List (Averil Coxhead, 2000)
- Content Standards

• Common Core State Standards

- Assessments
- Academic Literacy Tasks and Instructions

consider

accurate

BOOK 1 WORDS

impact

accurate	consider	impact	priority
adequate	contrast	include	produce
advantage	contribute	including	product
analysis	contribution	indicate	react
analyze	convince	indication	reaction
appropriate	convincing	introduce	relevance
argue	define	introduction	relevant
argument	demonstrate	issue	require
assume	demonstration	justify	requirement
assumption	describe	locate	respond
aware	description	logical	response
beneficial	develop	maximum	review
benefit	development	minimum	revise
cause (noun)	elaborate	objective	select
cause (verb)	emphasis	objectively	selection
challenge	emphasize	opinion	significance
challenging	essential	perspective	significant
character	evidence	persuade	similar
characteristic	expert	persuasion	similarity
compare	expertise	precede	subjective
comparison	explain	predict	tradition
conclude	explanation	prediction	unique
conclusion	factor	previous	valid
consequence	identify	previously	variety
consequently	identity	prioritize	vary

BOOK 2 WORDS

acquire	crisis	interpretation	promote
adapt	critical	investigate	rational
adjust	crucial	maintain	regular
affect	current	modify	regulation
alter	deny	obtain	resolution
alternative	distinguish	occur	resolve
approximately	diverse	opponent	responsibility
aspect	diversity	oppose	role
attain	element	opposition	sequence
bias	eliminate	option	series
biased	enable	organization	solution
capable	exclude	organize	solve
circumstance	expand	participate	statement
claim	factual	pattern	strategy
clarify	feature	perceive	substitute
communicate	focus	perception	sufficient
communication	function	permit	summarize
compatible	fundamental	phase	summary
complex	generalization	potential	symbol
compromise	imply	preparation	symbolize
conflict	infer	present	transition
consume	inference	primary	trend
controversial	influence	principle	value
cooperate	integrate	prior	version
correspond	interpret	process	viewpoint

Cluster	Argument	argue	argument	challenge	challenging	convince	convincing	emphasis	emphasize	evidence	expert	expertise	justify	logical	objective	objectively	opinion	perspective	persuade	persuasion	relevance	relevant	subjective	valid
Cluster	Inference	appropriate	assume	assumption	conclude	conclusion	predict	prediction																
Chister	Compare and Contrast	advantage	compare	comparison	contrast	similar	similarity																	
Cluster	Create	contribute	contribution	demonstrate	demonstration	develop	development	elaborate	priority	produce	product	require	requirement	review	revise	select	selection							
Cluster	Sequence	precede	previous	previously																				
Cluster	Cause and Effect	aware	beneficial	benefit	cause (noun)	cause (verb)	conseduence	consequently	factor	identify	impact	react	reaction	signficance	significant	variety	vary							
Cluster	Analyze Informational Text	analysis	analyze	consider	essential	indicate	indication	introduce	introduction	maximum	minimum	tradition												
Cluster	Describe	accurate	adequate	character	characteristic	describe	description	explain	explanation	identity	include	including	respond	response	unique									
								əle	noite	ay n	oitoe	eles l	/ord	N I	OOK	A TV	/A							

Cluster	Argument		σ		compromise	ţ	controversial	<u> </u>		ρι	a	fundamental	tain	nent	opposition	iple	ote	lal	ution	ve	ion	ient	uc	
	Ar	bias	biased	claim	comp	conflict	contr	crucial	deny	expand	factual	funda	maintain	opponent	oddo	principle	promote	rational	resolution	resolve	solution	sufficient	version	
Cluster	Inference	adjust	approximately	eliminate	generalization	imply	infer	inference																
Cluster	Compare and Contrast	compatible	correspond	distinguish	diverse	diversity	fundamental																	
Cluster	Create	acquire	attain	communicate	communication	cooperate	integrate	investigate	modify	option	organization	organize	participate	participation	preparation	present	responsibility	role	solve	strategy	option			
Cluster	Sequence	current	phase	prior	sednence	transition	process																	
Cluster	Cause and Effect	adapt	affect	alter	alternative	circumstance	crisis	critical	enable	influence	occur	pattern	potential	series	trend									
Cluster	Analyze Informational Text	exclude	focus	interpret	interpretation	obtain	perceive	perception	primary	statement	summarize	summary	viewpoint											
Cluster	Describe	aspect	clarify	complex	element	feature	regular	symbol	symbolize	function	value													
								əle	noit	eA n	oito	϶Ϳ϶ϛ	/ord	N 7	OOK)T B	/A					20		

	Int	roduce the High-Utility Academic Word
	1.	Establish purpose: learning a high-utility academic word
Word	2.	Pronounce the word
×	3.	Students repeat
ng	4.	Provide part of speech
ntroducing	5.	Syllabify
rod	6.	Students repeat
Inti	7.	Provide a student-friendly definition
1:	8.	Students repeat definition and fill in blank(s)
Phase	9.	Model example #1 visibly displayed
Ph	10	. Students repeat example and fill in blank(s)
	11.	Model example #1 visibly displayed
	12.	Students repeat meaning and fill in blank(s)

	Trans	sition to Verbal Practice	
a	1.	Introduce frame for verbal practice visibly displayed, include model response	
ţi	2.	Students repeat model response	
ractic	3.	Direct attention to grammatical target(s) (underline, highlight)	
<u> </u>	4.	Prompt students to consider a response	
Verba	5.	Cue partner (A/B, 1/2) to share response with partner (twice)	
\ \ \ \	6.	Circulate listening, providing feedback, and preselect initial reporters	
2	Transition to Reporting		
Phase	7.	Elicit reporting with frame, visibly displayed	
he	8.	Cue preselected students to report	
	9.	Direct students to write the word and selected response in the frame (own, partner's or strong response)	

	Trans	Transition to Writing Practice			
	1.	Introduce frame for writing practice visibly displayed, include model response			
ω	2.	Students repeat model response (silently, phrase-cued, chorally)			
ractice	3.	Direct attention to grammatical target(s) (underline, highlight)			
Prac	4.	Prompt students to consider a response, allowing adequate think time			
	5.	Direct students to write appropriate word form and content in the frame			
Writing	6.	Cue partner (A/B, 1/2) to read response to partner (twice)			
	7.	Circulate listening, providing feedback			
e 3	8.	Cue partners to switch and read each other's sentence (continue circulating)			
hase	Trans	ition to reporting			
Δ.	9.	Elicit reporting with frame, visibly displayed			
	10.	Cue preselected students to report			
	11.	Elicit additional responses			

1	Word	Meaning	Examples	Images
	accurate ac•cu•rate adjective	synonym: correct right or 100%	You can get an accurate measurement of your height and at the doctor's office.	
		in every detail antonym: inaccurate	It is important to include accurate information when you are writing a	

Verbal Practice	(Think-Pair-Share-Write):
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Students can check to see if their spelling is **accurate** with a

Writing Practice (Think-Write-Pair-Share):

In my opinion, the (book, television show, movie)

presents an description of the life of American children like me.

2	Word	Meaning	Examples	Images
	factor fac•tor noun	one of many things that or affect a situation	Not wearing a helmet is often a factor in bicycle A good night's sleep and a nutritious breakfast are factors in a student's performance on	Cheerios

Q Verbal Practice (Think-Pair-Share-Write):

One of the most important **factors** when I purchase a gift for a friend is

AC.					
<u>o</u>	Writing	Practice	(Think-Write-	-Pair-Share):

Several influence my interest in a book, especially and

Date

1	Word	Meaning	Examples	Images
	similar sim•i•lar adjective	synonym: alike almost the	An is similar to a tangerine because they have the same and color, and they are both	
		antonym: different	sweet-tasting citrus fruits. My cousin and her dog look similar because they both have eyes, big, and blonde hair.	

Verbal Practice	(Think-Pair-Share-Write):
-----------------	---------------------------

On the first day of school, many students arrive with similar

Writing Practice (Think-Write-Pair-Share):

It's great to have friends with interests	in	and
that are	to mine.	

2	Word	Meaning	Examples	Images
	benefit ben•e•fit noun	synonym: advantage something good or you get from something	One benefit of living near school is that you can and get some exercise instead of drive in rush hour traffic. An important benefit of being bilingual is being able to listen and dance to music in two different	

_	
▼ Verbal Practice	(Think-Pair-Share-Write):

One **benefit** of owning a pet is that you can when you are

Writing Practice (Think-Write-Pair-Share):

Two	of using a laptop or tablet to write in cla	ss are being able to
	• • •	
	and	more easily

Name			Date	
Academic Discu	ssion Top	oic: Academi	c Vocabulary	
	What are th	e benefits of lear	responses to this question: rning academic vocabulary?	
WRITE: Frame:			rame. Include precise academic w	
Precise Word	(adverb)	ADVERBS correctly accurately skillfully	VERBS improve succeed impress	ase form)
Model Sentence:			bulary will help me to communicat and classmates during lessons.	e
	Start by liste So your op	ning attentively, inion is that	rd notes on your classmates' idearestating, and recording your parexactly. What I said was	
Classmates' names	Ideas			
1.				
2.				
3.				
REPORT:			during the whole group discuss ze sentence frames to point out s	
•My idea is simila	ar to	's.	•My idea builds upon	'S.

Word	Meaning	Examples	Images
perspective per-spec-tive noun	synonyms: idea, opinion a way of looking at or about something based on your experiences	When you have an argument with a classmate, you should try to see the from his or her perspective. Parents and children usually have different perspectives on	

		expenences		22
	•	•	ding appropriate content.) enu would be greatly improved if it	included more
	Writing Practice:	(Complete the frame ac	dding the correct word form and appro	priate content.)
Те	achers and student	s often have different		
on	how carefully stude	ents should check the	ir	
Ø	Construct a (Collaborative Respo	nse: (Strengthen your response with	a valid reason.)
		erspective, should ele missed classes or as	ementary schools require Saturday ssignments?	make-up classes
Fro	om our	, elem	entary schools (should/should not)	
On	ne important reason	is that		
ln :	addition,			
Z	Construct an Ind	ependent Response	e: (Strengthen your response with a re	ason and example.)
be	lieve elementary stu	udents should not be	different perspectives on bedtime rule allowed to stay up after 8:30 pm or y. What is your perspective on this	n school nights while

difference

noun

Say it: dif • fer • ence

	Ь.	
7	77	
- 1	87	1
	1	
		M

Write it: _____ Write it again: ____



Meaning

how one thing is not like another

Examples

One difference between some male and female birds is the color of their



Synonyms

not alike

Antonyms

same

· Learning about and celebrating cultural differences can strengthen a _____



Forms

• Singular: difference

• Plural: differences

Family

• Verb: differ

• Adjective: different

• Adverb: differently

Word Partners

• a/the/one difference between ____ and __ (two or more items)

• a **major** difference (in/ between)

Examples

• One difference between sneakers and flip flops is that one has shoelaces.

• If you don't get enough sleep, you will notice a major difference in your ability to focus at school.



One **difference** between my older sister and me is that she is ______ and I am not.

VERBAL PRACTICE



Talk about it

Discuss ideas with your partner, listen to classmates, and then write your favorite idea.

Discuss Listen Write

1. The biggest difference between going to school and being on vacation is the amount of time I'm able to spend _____ during the summer.

2. There are some major **differences** in the types of _____ that adults and children enjoy.



WRITING	PRACTICE	
Collaborate	Discuss ideas with your partner and agree on the b	est words to complete the frame.
Discuss Agree	Two major between deserts a	and (a/an)
Write Listen	are the amount of water and the types of	present.
Our Turn Discuss Listen Write	Read the prompt. Work with the teacher to comple that includes a convincing reason. PROMPT: Think about one subject that you enjoy in difference between the two subjects?	
	One school subject that I enjoy is	, and one that I dislike is
	One	between the two is that in the
	first class, I prefer learning how to	, but in
	the second class I dislike how we often have to	a lot.
Be an Academic Author Write Discuss Listen	·	novie and a novel? ovie and a novel is that movies show viewers on only imagine when reading. For example,
	the novel	was made into a movie.
	Instead of reading about the location of	
	, cc	ould see it on the screen.
Construct a Response Write Discuss Listen	Read the prompt and construct a thoughtful respo your response. PROMPT: Think about one job you might enjoy as an the difference between them, and why do you pref	adult and one job you would not enjoy. What is

grammar tip **Count nouns** name things that can be counted. Count nouns have two forms, singular and plural. To make most count nouns plural, add -s. To make count nouns that end in x, ch, sh, ss, and z plural, add -es.

EXAMPLE: Red *foxes* live around the world in many diverse *habitats*.

Dr. Kinsella's "Daily Do Now" Routine ~ Step by Step

Establish purpose (set expectations that this is a daily starter activity—after week one, students should begin without any teacher prompting) 1. Visibly display the word and provided response frame 2. Students read and record response frame quietly on blank "Do Now" page 3. Encourage students to review Vocabulary Notes 4. Prompt students to consider a response (allow adequate think time) 5. Cue students to complete the frame (stress form of the word and relevant content) 6. Circulate reading student responses to assess understanding and opportunities for reteaching 7. Cue bonus (for students who have accurately completed 1st response frame) 8. Circulate reading to preselect 2 model responses to report

	Trans	sition to brief Verbal Practice
Verbal ice	1.	Cue partner (A/B, 1/2) to share response with partner
	2.	Cue partner (A/B, 1/2) to provide supportive feedback and a verbal rating
se 2: Pract	Trans	sition to reporting
Phase Pra	3.	Circulate to monitor discussions
	4.	Cue two preselected students to report

ē	Trans	sition to self-rating
-Raf	1.	Direct students to re-read their response, checking grammar and content
Self-Rate	Review rating (- no attempt, ✓ word <u>or</u> content correct, + word <u>and</u> content correct)	
.:	3.	Cue students to quickly circle the score that reflects their self-rating
Phase	4.	Cue students with bonus sentences to circle the score that reflects their self-rating
<u>a</u>	5.	Circulate to confirm accuracy and provide corrective feedback on scoring

	Date	Daily Do Now ~ Vocabulary Review and Assessment 1. Open your vocabulary notebook and review your notes for the target word. 2. Complete the sentence frame, adding the target word and relevant content. 3. Underline clues that helped you determine the correct form of the target word. 4. If you have the time, write a "show you know" bonus sentence.	1	✓	+
Monday		1	0	1	2
M		2. Bonus	0	1	2
day		1	0	1	2
Tuesday		2. Bonus	0	1	2
sday		1	0	1	2
Wednesday		2. Bonus	0	1	2
sday		1	0	1	2
Thursday		2. Bonus	0	1	2
ay		1	0	1	2
Friday		2. Bonus	0	1	2
		Weekly Total Points			

include

SMARTSTART

	REVIEW: appearance noun	
DAY 1	Everyone tells me that my physical	
	reminds them of (my/the actor)	
	·	
	San Albarda .	
	include verb	
2	When you make tacos, it is important tolots	
	ofto	
	make it extra delicious!	
DAY 3	My friend's Halloween costume every year usually	
	some kind of hat to make him look	
DAY		
4	Many PG-13 movies language that is not	
	for elementary school students.	
5	Our teacher said, "If you want to go to the,	
	make sure that I your name on the list and	
	I have a signed permission slip."	
	TOTAL	

What's Happening

IN THE USA?

BY LAWRENCE GABLE

chool lunch programs have existed for more than a hundred years. Mostly they have served what the schools could afford to buy. Now a new law, the Healthy, Hunger-free Kids Act of 2010, is changing that focus to nutrition, so school lunches will be healthy too.

The first school lunch programs came in cities. A group

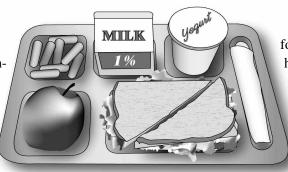
in Philadelphia started serving lunches for a penny at one school in 1894. It expanded its program quickly to serve nine schools. In 1904 a women's group in Milwaukee accepted donations so that it could buy food. They cooked in their homes and brought the meals to children in schools. In 1908 a group in Boston cooked at a central kitchen and took lunches to nine high schools.

Over time some boards of education took on the responsibility themselves. By 1921 Chicago had the country's most extensive school lunch program. It served hot lunches to students at every high school and to 31,000 children at elementary schools. Soon it became evident that local groups and school districts could not afford to provide for students' needs. They needed help from the government.

Then some states began developing school lunch programs. They allowed school districts to sell lunches cheaply, and in a few states schools made lunches available to poor children for free. The Great Depression in the 1930s created a crisis though. Unemployment was high, and children everywhere were not getting enough to eat at home. They also could not pay for their school lunches, so they went hungry.

The federal government started giving aid to school lunch programs in the 1930s. Then in 1946 President Truman signed the National School Lunch Act. By the end of that first year about 7.1 million children got meals from the National School Lunch Program. Now it serves 31 million children.

The program has changed some over the years. It has added programs for breakfast and after-school snacks. It also has officially recognized the relationship between good nutrition and children's ability to develop and learn. However, rather than serve the healthiest



SCHOOL LUNCHES GET HEALTHIER

VOL 18, NO 6 FEBRUARY 2011

foods possible, most programs have chosen to serve prepared food that they get cheaply.

Usually they have low nutritional value, and contain high levels of sugar and fat.

The number of children who have weight problems has grown. Presently one-third of the nation's 110 million children are over-

weight or obese. According to the American Medical Association, the problem has become critical in the past three decades. Children are consuming more empty calories and also getting less exercise. They are likely to become obese adults with serious health issues like diabetes, high blood pressure, heart disease and strokes.

The Healthy, Hunger-free Kids Act of 2010 provides \$4.5 billion to schools. It guarantees the continuation of free and low-cost lunches, and expands the program to include even more students. It increases the amount of money that each school district receives per meal so that it can buy, and actually cook, nutritious food. It also helps schools to offer after-school meals, not just snacks. The law emphasizes the creation of farm-to-school networks so that schools serve locally grown food. It even encourages schools to plant their own gardens.

Now the U.S. Department of Agriculture will be setting new nutrition standards. It will oversee food not only in the cafeterias, but also in vending machines and at school stores. It does not affect food sold at afterschool events and fundraisers like bake sales though. It limits the amount of calories, salt, sugar and fat that food at schools can have. School districts get to decide which food to serve and how to prepare it. They certainly will offer more fruit, vegetables, whole grains and low-fat dairy products.

In the beginning the government's school lunch program responded to children's hunger. Today it is responding to both hunger and obesity. Because children now consume nearly one-half of their total calories every day at school, it is time for food at American schools to change for the better.

Background Information

The increase per meal is six cents. It is the first significant increase in 30 years.

In 2009 children in more than 500,000 American families went without the food they needed.

According to the Centers for Disease Control and Prevention, about 17 percent of children ages 2 to 19 are obese, not just overweight. Research shows that 80 percent of children who are overweight between the ages of 10 to 15 become obese by age 25.

First lady Michelle Obama has a campaign called "Let's Move" to end childhood obesity.

The highest rates of obesity occur among populations with the highest rates of poverty and the least education. Rates for women are higher than for men. However, according to the National Center for Health Statistics, people in all income and education levels are gaining weight.

Researchers refer to the "hunger-obesity paradox." It applies to families that eat easily accessible, calorie-dense food that lacks nutritional value. Family members get a lot of calories, but they are malnourished and obese.

In the past 30 years the obesity rate for children in two age groups (2 to 5; 12 to 19) has tripled. The rate has quadrupled for children ages 6 to 11.

Researchers also believe that Americans' life expectancy could fall by as many as five years in the coming decades because of the high rates of overweight and obese children.

The American Obesity Association recommends that parents and children prepare food together so that children can learn about healthy cooking and food preparation. It also recommends limiting fast food to no more than once a week.

The National School Lunch Program operates in more than 101,000 public schools, non-profit private schools and residential child care institutions in all fifty states.

The Institute of Medicine reports that TV food ads have a direct effect on what children choose to eat. About 34 percent of the ads are for candy, 28 percent for cereal and 10 percent for fast food. Only 4 percent are for dairy products and 1 percent for fruit juices.

Characters that appeal to children began appearing on cereal boxes in the 1930s.

Topics for Discussion and Writing

Pre-reading:

• Describe a typical school lunch that your school serves at its cafeteria.

Comprehension:

Why is there a need for more nutritious food in school lunches?

Beyond the Text:

- What is wrong with French fries, fried chicken, soda and a cupcake for lunch?
- Do you think that advertising influences what you eat?
- Why do you think people eat certain things, even though they are not healthy or nutritious?

Vocabulary (*advanced article only)

Article-specific: nutrition; donation; board of education; unemployment; obese; critical*; calorie; per*; network*; standard*; to oversee*

High-use: focus*; to expand*; extensive*; evident*;
available*; crisis*; decade*; to consume;
to guarantee*; to emphasize*; to respond

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CA Curricular Standards (4–12)

English-Language Arts

Reading 1.0 Vocabulary Development

2.0 Comprehension (Informational Materials)

Writing 1.0 Writing Strategies

2.0 Writing Applications

ELD—Intermediate and Advanced

Reading Vocabulary Development/Comprehension Writing Strategies and Applications Listening and Speaking

1	Word	Meaning	Examples	Images
	calorie cal•o•rie noun	a unit for measuring the amount of food will produce	A boiled potato without any has about 90 calories. If you want to lose weight, you can the calories in the foods you eat.	Calories in One Cup of Fruit 46 53 107 96 47 85 62 040 61 200 http://www.aiftness.tumblr.com

Many fast food items such as and fries are high in **calories** but low in nutrition.

Writing Practice (Think-Write-Pair-Share):

It is important for students to get enough during the school day to have energy to .

2	Word	Meaning	Examples	Images
	consume con•sume verb	synonym: eat to eat or something; to use fuel, energy,	A koala mainly consumes eucalyptus Small hybrid cars like the consume less gas than large SUVs and trucks.	PLUG-IN HYBRID
		or electricity		

■ Verbal Practice (Think-Pair-Share-Write):

Dentists recommend that children watch the amount of they **consume**.

Writing Practice (Think-Write-Pair-Share)

Many parents wan	t schools to more carefully control the foods students
during	because they are concerned about their

1	Word	Meaning	Examples	Images
	nutrition nu•tri•tion noun nutritious	the process of eating the right types of food for good health and	Professional try to eat a variety of grains, fruits and vegetables for good nutrition.	© www.medindia.net
	nu•tri•tious adjective		Eating a nutritious breakfast on school days helps a student during morning classes.	

Verbai Fractice (Tilling-Fall-Share-Write)	Verbal Practice (Think-Pair-Share-Write
--	-------------------	------------------------

One food I should probably eat more often for good **nutrition** is

Writing Practice (Think-Write-Pair-Share):

I wish our school had vending machines with delicious and choices such as and

2	Word	Meaning	Examples	Images
	obese o•bese noun	synonym: fat	Because our cat had gained ten pounds in one year, the vet	
	obesity	in a way that is unhealthy	said Coco was obese and put her on a strict	
	o•be•si•ty noun	the condition of	One way to avoid obesity is to	TO THE STATE OF TH
		being so overweight that it is	for at least 30 minutes daily.	NA

■ Verbal Practice (Think-Pair-Share-Write):

Overweight children can avoid becoming obese adult	ts if they begin eating more
and less	

Writing Practice (Think-Write-Pair-Share)

Many serious health problems such as are linked to

Academic Discussion Topic: School Food

THINK:	Identify foods you cafeteria meals, ve	nding machines,	should permit and real	estrict in their
	1		1.	<u>-</u>
	2.			
	3.			
WRITE:		_	ce frames. Include p vidence from text or	recise word choices. r prior experience.
Frame 1:	I believe schools sho	ould (permit, restr	ict) unhealthy food:	s such as
	and beca	ause students	(present tense	e verb: prefer, dislike)
Response:				
•				
Dracios Ward Bank	Evenudey Verbe	Drasias Asadar	mia Varba	
Precise Word Bank:	like	Precise Acader enjoy, ap		
	don't like	dislike, lo	•	
	want	prefer, de		
	don't have		ck, require	
	pick	select, cl		
	throw away buy	waste, so purchase	-	
	buy	purchase	s, speriu	
DISCUSS:			tes on your classmating, and recording	ates' ideas. your partner's idea.
100	•So your (experien	•		
	•Yes, that's correct	t. No, not exactly.	What I (meant/said) v	vas
Classmates' Names	Ideas			
1.				
2.				
3.				



REPORT: Prepare to report your idea during the whole group discussion.

Listen attentively, and utilize the sentence frames to point out similarities.

•My idea is similar to ___'s.

Text-Dependent Responses: School Lunches



RESPOND WITH EVIDENCE

Use the frames and evidence from the text to construct formal written responses. Include precise word choices. Use transitions to elaborate.

Trans	itions to Introdu	oo oappoit	•		
	According to the	article,	The author poi	nts out that _	As an example, Gable notes that nonstrates that
Why is	there a need f	or more n	utritious foo	d in school	lunches?
There i	is a striking need	d for more	nutritious foo	d in school lu	unches because
- many	y children in the	U.S. are _	(adjectiv	/e: sickly, un	healthy).
- cafet	eria meals often	contain	(adjectiv	/e : little, low,	minimal) nutritional value
- the m	neals many distr	icts provide	e typically lac	k adequate _	(noun: whole grains
of 201	0 on American	schools?	-	-	Hunger-free Kids Act
of 201	0 on American	schools?	-	-	Hunger-free Kids Act
of 2010 The He	0 on American ealthy, Hunger-fi	schools? ree Kids Ad	ct has	(adje	•
The He impacts	0 on American ealthy, Hunger-fi s on American s	schools? ree Kids Acchools. Th	ct has is federal lav	(adje / guarantees	e ctive : multiple, numerou
The He impacts	O on American ealthy, Hunger-fi s on American s expands	schools? ree Kids Ad schools. Th	et has is federal lav	(adje / guarantees	e ctive : multiple, numerou
The He impacts It also Anothe	O on American ealthy, Hunger-fi s on American s expands	schools? ree Kids Ad schools. Th	et has is federal lav	(adje / guarantees	ective: multiple, numerou
The He impacts It also Anothe This w	on American ealthy, Hunger-fr s on American s expands er important (no	schools? ree Kids Adschools. The	et has is federal lav	(adje	ective: multiple, numerou

Resources for Academic Language and Literacy Development

Dictionaries

Elementary (Grades 3-5). Longman elementary dictionary and thesaurus. (2010). Pearson Longman.

Beg. (grades 4-9). Oxford picture dictionary for the Content Areas, 2e. (2010). Oxford.

Beg./Primary (grades 1-4). Oxford picture dictionary for the Content Areas for Kids, 2e. (2012). Oxford.

Beginning – Intermediate (grades 4-12). Longman study dictionary, 2e. (2010). Pearson Longman.

High Intermediate (grades 5-12): Longman dictionary of American English. (2004). Pearson Longman.

Advanced (grades 7-12): Longman thesaurus of American English. (2013). Pearson Longman.

Advanced (grades 7-12): Longman advanced American dictionary, 2e. (2007). Pearson Longman.

Advanced (for instructors) Oxford Collocations Dictionary. 2e. (2009). Oxford University Press.

Supplemental Informational Text Selections

Gable, L. What's happening in the USA/World/California? (fax: 831-426-6532) www.whpubs.com

newsela: Nonfictional Literacy and Current Events https://newsela.com

The New York Times Upfront Magazine. Scholastic, Inc. (grades 9-12)

National Geographic Magazine for Kids. (grades 2-5)

Time Magazine for Kids. (grades 2-5)

Scholastic News. (grades 3-5) Scholastic Action. (grades 6-8) Scholastic Scope. (grades 6-8)

Curriculum to Accelerate Academic Language Knowledge and Skills

Dr. Kinsella's Supplemental Program for Teaching CCSS-Aligned High-Utility Academic Words:

The Academic Vocabulary Toolkit (2012). Cengage-National Geographic Learning. (Grades 7-12) **The Academic Vocabulary Toolkit** (2015). Cengage-National Geographic Learning. (Grades 3-6)

Dr. Kinsella's 4-12 ELD Program for Accelerating Academic English Proficiency and Writing:

English 3D: Describe, Discuss, Debate (2016). Houghton Mifflin Harcourt. (Grades 4-12)

English 3D: Course A 1 & 2 (2016). (Elementary) Houghton Mifflin Harcourt. (Grades 4-6)

English 3D: Course B 1 & 2 (2016), (Middle School) Houghton Mifflin Harcourt, (Grades 6-8)

English 3D: Course C (2013). (High School) Houghton Mifflin Harcourt. (Grades 9-12)

Related Professional Articles by Dr. Kinsella

Kinsella, K. (Dec. 2012). Communicating on the same wavelength. Language Magazine, 18-25

Kinsella, K. (Oct. 2012). Disrupting discourse. Language Magazine, 18-23.

Kinsella, K. (Aug. 2013). Making vocabulary number one. Language Magazine, 18-23.

Kinsella, K. (Oct. 2014). Analyzing informational text. Language Magazine, 18-26.

Kinsella, K. (May 2013). The benefits of narrow reading units for English learners, Language Magazine, 18-23.

Kinsella, K. (Mar. 2015). Fostering Academic Interaction. Language Magazine, 24-31.

Kinsella, K. (2011). Research to inform English language development in secondary schools. *In the STARlight:* Research and Resources for English Learner Achievement (http://www.elresearch.org).

Kinsella, K. (2013). English 3D: Research Overview. Scholastic, Inc.

Kinsella, K. (2012). Explicit, interactive instruction of high-utility words for academic achievement.

The Academic Vocabulary Toolkit (2012). Cengage-National Geographic Learning.